



ALLIANCE STUDENT SUCCESS NEWSLETTER

Your connection to all things student success at Cambridge College.

Hello Cambridge College community. Welcome to our summer edition of Alliance, our Student Success Newsletter.

In this issue, you will learn all about the career resources available to the Cambridge College community. You will read about Cambridge College Global from Donna Viens, CCG's Dean of Online & Academic Student Affairs. You will also be invited to read (or watch!) an insightful conversation between CELT Director Brooks Winchell and Dr. Ethlyn Davis Fuller, Professor Emeritus and alumnus of the School of Education. Finally, we will introduce you to the Racial Equity & Social Justice Initiative chaired by President Jackson. And in case you missed it, we are sharing all 2021 Cambridge College commencement videos in one place for easy viewing.

Enjoy!

THIS PUBLICATION IS
BROUGHT TO YOU BY THE TITLE III TASK FORCE AND THE
OFFICE OF ACADEMIC AFFAIRS

Designed by Leili Ansari

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ACADEMIC SUCCESS

WHAT IS THE CENTER FOR CAREER & PROFESSIONAL DEVELOPMENT?

Cambridge College seeks to ensure that all students develop a career plan and graduate with essential tools to realize those plans.

Alumni surveys have found that over 88% of graduates from Cambridge College traditionally find employment and over 90% feel they are prepared for the workforce upon completion. Even so, the College understands that we are preparing our students to begin this journey from widely varying starting points, and that while there will be variation in capabilities, fundamental career building tenets must be experienced and mastered to plan and launch one's career.

By effectively integrating career readiness into the academic experience of all students, we will be assured that they are prepared for a successful transition into today's workplace upon graduation.

To achieve this goal, the **Center for Career & Professional Development (CCPD)** was created to serve as the central hub for promoting, providing, and coordinating career readiness services for all students and alumni of Cambridge College.

CCPD prepares students and alumni to effectively utilize career information and advice to identify and secure employment opportunities; to successfully advance and launch new careers; and to pursue meaningful professional development. As the central hub, the Center works collaboratively with academic affairs and advising services of the College to ensure that essential career planning standards are established for all students.

The CCPD team works to:

- Deliver services and resources that support current students and alumni in their pursuit of employment pre- and post-graduation;
- Ensure access to information, knowledge and competencies that enhance individual career development, academic success and employability;
- Promote career opportunities that reflect sustainable jobs of the future; and
- Establish relationships with employers for the purpose of meaningful exposure and transition to professional employment opportunities.

Services

CCPD supports and provides direct services to students and alumni via multiple delivery formats ranging from face-to-face to virtual resource options. These opportunities start at the beginning of each student's journey and continue to be available to alumni after graduation.

To learn more about CCPD, students should contact Irina Galatskaya, CCPD Career Services Manager, at Irina.galatskaya@cambridgecollege.edu, or log into MyCC and find the landing page for [CCPD](#) under Student Success.

WHAT IS CCN?

The College Central Network (CCN) is a free platform for students, alumni, and industry partners that offers a suite of career search tools.



Top 10 Majors Sought by Employers Posting Jobs Nationally with CCN

1. Business Administration
2. Nursing
3. Accounting
4. Psychology
5. Marketing
6. Elementary Education
7. Management
8. Health Services Administration
9. Social Work
10. Communication

Top 10 Majors Sought by Employers Posting Jobs Directly with CC via CCN

1. Marriage and Family Therapy
2. Mental Health Counseling
3. Alcohol & Drug Counseling
4. Educational Leadership
5. Family Studies
6. Trauma Studies
7. Psychology
8. Education
9. Behavioral Health Care Management
10. Teacher of Students with Moderate Disabilities

260%
INCREASE
in job postings
on CCN in 2021



AVAILABLE ON CCN

Once registered, students can access:

- **Local and national job listings** for full time, part time and internship positions;
- A media library of career focused **videos and podcasts**;
- Targeted articles with current career planning and **job search tips**;
- Announcements of career building **events and activities** on campus; and
- **Printable career guides** available through the Career Document Library

981 REGISTERED CC USERS ON CCN





WHAT SETS US APART?

WITH DONNA VIENS



Donna Viens is the Dean of Online Academic & Student Affairs at Cambridge College Global (CCG). Having seen the many steps and transitions that have happened to culminate in CCG, she has worked hard to share her insight into what makes CCG such a great addition to Cambridge College.

What do you feel makes CCG different from other online institutions?

CCG is different in so many ways. Many online institutions offer the “self-study” method of learning. CCG does not offer self-study or “on your own learning”; rather, we provide exceptional content that is available to students in an asynchronous modality.

Every course is built and staffed with an industry professional trained as an instructor, not a facilitator. Our wonderful instructors bring the content to life as they engage with the students on the discussion boards and during Zoom sessions. This online-flexible learning model opens high-quality education to those near and far.

Another amazing difference at CCG is the high-touch boutique advising model. This model begins with supporting our students and offering them a one-call (or email) method of solving their issues. Our advisors are more than advocates. They are champions for each and every student that they service. Students receive an advisor on day one and stay with that person throughout their time at CCG.

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You have seen the transitions resulting in the culmination of CCG, including moving from New England College of Business and Finance, to the New England Institute of Business, to Cambridge College Global.

What are you most excited about for this new chapter in the College’s history?

The move from NECB to NEIB at Cambridge College was all about supporting the students who entrusted New England College of Business with their dreams to complete their education.

NECB focused on relationships and building a community of students through a partnership model. After 110 years, the relationships with our students and partners were part of our foundation, and it was essential that we made the transition smooth and practically effortless for the students.

Surprisingly, the transition from a separate college to an institute at Cambridge College was nearly seamless as Cambridge College moved all faculty, staff, programs, technology, and students. The last year found the NEIB and Cambridge College merging systems and policies to become one College.

As we entered year two, it was determined that the academic needs of our student demographic included fully online programs and international partnerships. Thus, Cambridge College Global was born as a division of Cambridge College.

The road to college should be an option for all, anytime in their life

I am excited to further the Cambridge College mission of providing an education to all students by bringing our high-quality, outcomes-based content to students in Massachusetts and around the world.

What makes CCG the perfect spot for traditional and non-traditional college students alike?

CCG offers an exceptional learning opportunity for high school students to new high school graduates at an affordable price. Some people are not able or willing to leave home for college, or are unable to go to college full time as they need to work. CCG offers all students the opportunity to get their education on their schedule.

For the non-traditional student, CCG understands that life after high school offers many roads, and some students do not initially pick the college road. However, years or even decades after leaving high school, that same person may want or need to travel down the college road. Your decisions at 18 do not define you forever. CCG believes that the road to college should be an option for all, anytime in their life, and we work hard to support those re-entering an academic setting.

CENTER FOR CAREER & PROFESSIONAL DEVELOPMENT

Q&A WITH IRINA GALATSKAYA

CAREER SERVICE MANAGER



Irina Galatskaya is an academic and workforce development professional with over twenty years of experience. Her expertise includes adult education and skills training; curriculum development; experiential learning; career planning and development; and job search coaching and placement. Irina has particular expertise in establishing and nurturing relationships with hiring decision makers across a spectrum of industries. She has held major academic and workforce development posts in higher education, business, and non-profit environments. Her goal is to prepare Cambridge College students and alumni for professional success.

What skills do you bring to bear in your role as Career Services Manager that students and faculty should know about?

- Over four years of experience working as an executive recruiter in the for-profit and non-profit sector,
- Over fifteen years in a leadership role in career services and workforce development for leading community-based organizations - JVS, Fenway CDC and Just a Start,

• Over ten years of experience working with students, alumni and corporate partners in college settings at RCC, Middlesex CC, and Bunker Hill CC,

• Demonstrated commitment to student success, willingness to collaborate with faculty and advisors, and strong belief that we can provide the best preparation for both academic experience and career readiness.

When should students start their career planning efforts?

Students should start their career planning efforts when they start their academic journey at any college. This is important because it will allow students to prepare mentally and intellectually for a career, save them time and money in the long term, and give them a sense of direction.

What resources does CCPD make available to students to launch their efforts?

CCPD makes several tools available to students year round. These tools allow students to elevate their self-awareness and to take action that supports their career goals. A few examples include:

- Career Skills Inventory Survey
- CCPD Road Map
- Career fairs and workshops
- Corporate Partner presentations
- Experiential learning opportunities

CCPD WORKSHOPS & MEETINGS

7 workshop subjects per term:

1. Job Search Effectiveness
2. Creating a Career Plan
3. Connecting Your Major to Your Career
4. Writing Effective Resumes and Cover Letters
5. Interviewing in a Virtual World
6. Strategies to Optimize Your Job Search
7. LinkedIn: Maximize Your Online Professional Presence

140 students attend CCPD workshops each term, on average

Irina conducts an average of **150 one-on-one meetings** with students each term

What support can CCPD provide in the classroom to promote career readiness?

CCPD is able to support the academic experience by providing in-class presentations that help students identify and assess their interests, strengths, skills, and abilities. These presentations may also include the following:

- Job market information and future projections
- Mapping a student's college experience to career choices
- Understanding and targeting the career of choice

What role should faculty play in supporting career exploration?

CCPD welcomes any and all partnerships with faculty to ensure all students are able to access the resources we provide. Those resources include opportunities to do the following:

- Introduce students to industries
- Support students' access to, and utilization of, the College Central Network (CCN)
- Promote awareness of, and participation in, CCPD's calendar of events and activities
- Encourage students to consider internships and job opportunities that are promoted by CCPD

STUDENT TESTIMONIALS

What students are saying about Irina:

"I just wanted to thank you for tonight's presentation. You provide so many great tips and ideas. You provided great feedback. As you provided your presentation, I was able to make some changes to my resume guiding myself from your suggestions and even created my first LinkedIn account. I am excited to explore that account and learn more on how to navigate it to my advantage."

Denise, Class of 2021

"I just wanted to thank you for yesterday's workshop on "Strategies to Optimize Your Job Search." It was another outstanding workshop, full of great tips and encouragement. You covered every single aspect one could possibly do to succeed with job searching...I especially appreciated learning about networking--about using strong ties and weak ties. I have to really push myself to do networking, but I know I could do more. I also found it helpful to be told: Be Realistic-Finding a Job Takes Time, Energy, and Resilience...I have attended 2 other workshops you have held for us at Cambridge College, and each one has really opened my eyes to what more I could do for my resumes, for interviewing, and this time, improving my strategies...You have made such a difference for me."

Anna, Class of 2020

MEET DR. ETHLYN DAVIS FULLER

PROFESSOR EMERITUS & ALUMNUS OF THE SCHOOL OF EDUCATION



Brooks Winchell, CELT Director, had the opportunity to interview Dr. Ethlyn Davis Fuller, Professor Emeritus and alumnus of Cambridge College's School of Education. The following excerpt from their discussion highlights the differences between CC's education program in the 1970s and today, as well as the ongoing work to tackle the racism inherent in the education system.

Brooks Winchell: I was interested in hearing about your background and about your time at Cambridge College.

Ethlyn Davis Fuller: Ok, I am first of all a graduate of Cambridge College. I graduated in 1973 from the Education program, and I was in the Philadelphia group. We would fly in on the weekend for our classes on the Newton campus at the Newton College of the Sacred Heart. Cambridge College had classes there in the summer.

What was the program like then?

Very different. My ProSem leader was Eileen Brown, the College's former President, and there were 17 students in our education program. We had all day sessions on Saturdays and Sundays and then flew out on Sundays back to Philadelphia, where I taught.

And after you graduated, is that when someone asked you to be involved with Cambridge College?

Yes, someone asked me to be involved in 1976 before I was hired in 1977. I began my tenure in '77 but spent the first year developing the curriculum. Then, from the 70s, to the 80s and 90s, I helped plan curriculum, and there was also something called the NITE program. I also was a founding member of the faculty union, and I worked in the Boston Public Schools as consultant. I went to BC for my doctorate and graduated in 1988 with my Ph.D. in Curriculum, Instruction, and Administration. I have written several books, but the one I use in my course is called *The Teaching Heart* (2008), which is a collection of suggestions for how to be a better teacher. Students seem to like the book; I rather like it too.

How do you think teaching has evolved in your time?

First of all, it is still evolving. I think early on in the 70s and 80s, teachers had a different perspective of students. They had this commitment, drive, and passion that they brought to the classroom. Where we are now

is that teachers are living through Covid. I think they are not as secure because they have to teach in a different format.

The class I just taught, first of all, the students were magnificent! They were so wonderful, and they came with a drive and caring that I had not seen for a long time. They also had a wider perspective on social justice issues, understood racism, understood bigotry, and looked at how they can incorporate that into their curriculum. These are issues that some schools don't want to address.

Do you think it was just that group of students, or is this a larger trend?

I think it is a larger trend. These students were keenly aware of justice issues and they knew how to talk about it, research it, and incorporate it into their curriculum. In schools, these topics are often touched, but not embraced.

We had to deal with issues of separate but unequal and had to work to give the students the skills to navigate these systems.

So you see it in the teachers who are passionate about this, but you think the school systems where they teach are still behind on these issues?

I think they are still behind on the issues because it is convenient. Schools are trying to be more diverse in their faculty but they still claim they don't know where to find certain ethnic groups.

METCO is a program that busses students from Boston to the suburbs. What do you remember about that from your career?

I helped many of the school systems with their programs. I worked with the Newton program and with parents who received students. I know the history of it. Parents wanted more for their children, and they wanted a more equal playing field. Many school systems still have programs.

What was the experience like for those students and parents?

It was on one level exhilarating, on one level exhausting because when you went into a new community, it was about connecting with parents, and some parents were not for it. You had to have a host family; some of the families were marvelous, and some of the families were a bit strange. It was a learning experience for parents, and host parents sometimes let the students stay with

them, and the host parents were brought to Boston because there were misconceptions about poverty, economics, social standing, and many of these parents were very professional. It was a learning experience that took years to cultivate. We had to deal with issues of separate but unequal and had to work to give the students the skills to navigate these systems.

Do you think a lot of schools are still segregated?

I think so, and a lot of students coming out of Boston were not placed in college prep programs or Advanced Placement. You also had people of color who lived in the community who got treated very differently than the students being bussed in.

Why is that, do you think?

Because of racism in our systems and thinking all children of color are the same when they are not. They assume they are not as capable and they come with a labeling already that they haven't earned. It's a very curious way that people look at students and what they bring to the classroom. For me it is simple—don't teach to their color, teach to their content, but also put yourself in check because you are walking around with so many biases that you don't acknowledge. They make it hard for you to form sound relationships.

Yes, and teaching is relational. It's all about those relationships that you build that bring people to the place where they are ready to learn.

That's exactly right. I saw a lot of that talked about and dealt with in the course that I just taught via Zoom. I was very pleased with the students' readiness to tackle these issues.

Do you think that is a result of this moment, or a broader trend in education that has been happening?

It has been happening for some time. It has been moving toward this point, but it has always been a concern about how we treat students and teach to different learning styles.

Click to watch the full conversation with Dr. Davis Fuller on YouTube at https://youtu.be/1EX8w_Z5Vfo



RACIAL EQUITY & SOCIAL JUSTICE INITIATIVE

The Racial Equity and Social Justice Initiative at Cambridge College was launched to address the societal challenges of systemic racism, social injustice and inequity.

A central theme of this initiative is to cultivate a diverse and equitable community through an ongoing process of education, self-assessment, healing, and reconciliation to dismantle racism. Our commitment to this work is rooted in the belief that all members of our community are valued and must work collaboratively to further the social justice mission of the College, and to nurture an environment that embraces diverse backgrounds, cultures, ideas and perspectives that contribute to a rich learning experience.



Mission

Cambridge College is committed to instilling a collective impact of racial equity, diversity and social justice where equal opportunities and equitable outcomes exist for all.

The RESJI Framework

The Framework consists of **Four Pillars of Impact** where the collective efforts of the committee members that make up each of the four pillars will focus on how the College will dismantle systemic racism and social inequities to create a culture of inclusion, respect, and understanding.

FALL FAFSA

PRIORITY DEADLINE WAS JULY 1

Students taking classes in Fall 2021: complete your FAFSA as early as you can.

Need help? Talk to your [Financial Aid Counselor](#) today.

Learn more at studentaid.gov

Pillar 1: Governance

- Board composition that reflects our commitment to diversity, equity and inclusion, and the College's commitment to racial and social equity and justice in its actions.
- Increase racial, socioeconomic, and global diversity among students, staff, faculty and trustees.

Pillar 2: Workforce DEI and Supplier Diversity

- Create a diverse, equitable and inclusive workforce by advancing a culture of belonging through thoughtful recruitment, equitable compensation, promotions and opportunities, and nurturing inclusive and supportive teams and teamwork.
- Utilize tools and resources to access our current status and progress toward goals for diversity and inclusion.
- Ensure that everyone in the College has the same opportunities to succeed, to contribute, to be recognized, to be equitably compensated, and to achieve their full potential in the workplace.
- Leverage our purchasing power to engage women and minority owned businesses.
- Be intentional in our procurement practices to engage and encourage/require vendors to be more responsive to and to show evidence of DEI in their companies.

Pillar 3: Academics, Faculty and Students

- Inculcate the concepts and practices of racial equity and justice into our academic programming, including faculty training and supporting student events, workshops and resources.
- Re-examine curricula that unconsciously reinforces and endorses systemic racism.
- Create and offer academic programs that require cultural competency to equip our faculty and students with facts and data

grounded in the principles of diversity, equity and inclusion in the workplace.

- Provide students with support to excel in an environment that respects, embraces and nurtures their diverse background and perspectives.

Pillar 4: Community Impact

- Influence, support, and advocate for racial and social justice and equity outside of our college, and in our communities.
- Education, Reflection and Celebration— understand the history, context and ongoing challenges and societal impacts of racial and social injustice and inequity; opportunities for discussion and sharing experiences - learning and teaching about diverse cultures through celebration.

Where are we now?

We are first assessing the four Pillars:

- **Representation** by gender and race; positions, pay equity, retention/turnover by demographics; professional development;
- **Supplier diversity:** spend with minority and women owned firms - dollars and percent of potential spend
- **Academic programs:** continue our teaching and learning approaches; how do they support and advance racial equity and social justice?
- **Community:** do programs reflect and/or include, DEI in topic, presenter, audience and outreach?

Action and Implementation

A Steering Committee chaired by President Deborah Jackson is leading this initiative. Each pillar is assigned to a subcommittee charged with assessing and determining appropriate actions. We will continue to update the CC community as the work on this initiative continues!

Questions, comments, or feedback about this newsletter?

Email studentsuccess@cambridgecollege.edu

IN CASE YOU MISSED IT...

Commencement videos were recorded, so you can still watch the speeches you may have missed! All CC schools' commencement videos are compiled here: <https://www.cambridgecollege.edu/alumni-friends/class-2021>

